

**Adult Nursing Care I**

Code: 106110  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OB	2	1

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

This subject does not include prerequisites.

## Objectives and Contextualisation

This is a subject framed within the subject of Clinical Nursing and is taught in the first semester of the second year.

### GENERAL OBJECTIVE:

Provide students with the knowledge, abilities, attitudes and values necessary to help adults who live a health process and need expert and competent help in the following areas: preventative, healing and rehabilitating within the hospitalization process and until they achieve the necessary autonomy to take care of themselves and take their own health decisions.

### SPECIFIC OBJECTIVES:

Once the study of the different units is completed students must be able to:

- Relate etiological factors and physiopathological mechanisms with clinical manifestations of the most prevalent health problems, in acute or chronic phase, in adults.
- Relate the data obtained in the assessment - by observation, interview and physical examination - with the health problems of the attended person.
- Analyze the information obtained in the assessment in order to identify the nurse's diagnosis, the interdependent problems and the autonomy problems.
- Plan the most appropriate nursing care for the health situations posed, based on the best possible evidence, and which allow the evaluation of their suitability.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Base nursing interventions on scientific evidence and the available media.
- Demonstrate knowledge of strategies to adopt measures of comfort and care of symptoms, the patient and family run, in the application of palliative care that will contribute to alleviate the situation of advanced and terminal patients.
- Design systems for curing aimed at people, families or groups and evaluate their impact, making any necessary changes.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.
- Plan and carry out nursing care aimed at people, families and groups orientated to health results and evaluate the impact of them using clinical and care practice guides describing the processes for the diagnosis, treatment or cure of a health problem.
- Promote healthy life styles, self-treatment, giving support to the maintenance of preventative and therapeutic conducts.
- Protect the health and welfare of people or groups attended guaranteeing their safety.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use scientific methodology in interventions.

## Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse nursing interventions justifying them with scientific evidence and/or expert opinions that support them.
3. Analyse the bases for care in patients who are in pain.
4. Analyse the problems, prejudices and discrimination in the short and long term in relation to certain people or groups.
5. Apply knowledge of physiopathology and factors affecting health in nursing care.
6. Critically analyse the principles and values that regulate the exercising of the nursing profession.
7. Describe the most common health changes in adults, their manifestations (changing needs) and the nursing care to be employed for these health problems.
8. Describe the safety and protection mechanisms for care receivers and professionals.
9. Describe the safety rules to be followed in cases of problems arising from clinical situations related to pharmacological administration in accordance with the current regulations.
10. Describe the safety rules, strategies and interventions to ensure safe health care to minimise errors and other adverse effects.
11. Design nursing care using instruments adequate for the situation of people throughout their life cycle taking into account the current regulations, the best existing evidence and standards of quality and safety.
12. Develop skills for the application of the scientific method in nursing interventions.
13. Identify guides for clinical and care practice related to caring for the health demands of people during the whole life cycle and in changes which may occur.
14. Identify risk factors in the health-illness process on a physical, emotional, social and environmental level.

15. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Content

### 1. INTRODUCTION

- Basic terminology
- Collection of information for nursing evaluation: observation and physical examination.

### 2. PATIENT SECURITY IN THE HOSPITALIZATION PROCESS

- Basic concepts: adverse effect; negligence; complication; accident; error; almost error and incident.
- Change of paradigm with the global alliance for the Patients' Safety WHO.
- Safety culture.
- Factors that condition the safety of the hospitalized and surgical patient.
- Error as a source of learning. Notification and learning system for patient safety.
- Safe practices.
- Patients identification.
- Hand hygiene.
- Prevention of falls.
- Pressure ulcers. Types. Assessment and actions to prevent and care for skin lesions.
- Prevention and control of nosocomial infection.

### 3. NURSING CARE FOR PEOPLE IN THE PERIOPERATIVE PROCESS

- Stages of the surgical process.
- Patient assessment and nursing care in the different phases.
- Patient security in the perioperative process.
- Prevention and control of surgical infection.
- Safety surgery.

### 4. NURSING CARE FOR PEOPLE WITH GASTROINTESTINAL PROBLEMS

- Basic semiology of the digestive system. Nursing assessment, treatment and care.
- Gastrointestinal disorders. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.
- Digestive stomata: Types, devices, care and most frequent problems. Health education for self-care.

### 5. NURSING CARE FOR PEOPLE WITH CARDIAC PROBLEMS

- Basic cardiac semiology. Nursing assessment, treatment and care.
- Cardiac alterations. Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

### 6. NURSING CARE FOR PEOPLE WITH ICTUS

- Patient assessment, treatment and nursing care. Diagnostic tests, techniques and procedures.

## Methodology

### THEORY (TE)

The sessions are based on the teaching given by the professor with reflection and practical exercises to be carried out in situ. The active participation of the student in the proposed activities is considered essential.

### SPECIALIZED SEMINARS (SESP).

It is carried out in small groups and through tutored sessions to analyze and solve a situation/problem. With this analysis, the student acquires skills to face problems, prioritize and search for information, make decisions and evaluate its activity.

The teacher will propose situations/cases linked to the subject matter from which each group will have to search, manage, elaborate and synthesize the necessary information that will allow them to respond to the proposed situation. The work done by each group and for each situation will be presented orally. All the components of the groups will have to participate both in the elaboration of the proposed work and in the oral presentation. The presentations may include the preparation of conceptual maps of the problem raised, the preparation of infographics on nursing care for the situation raised, synthesis of the evidence, etc.

### INDIVIDUALIZED TUTORIALS

The individualized tutorials will be carried out in case learning difficulties are detected. They can be arranged by contacting by email the responsible teacher.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
SPECIALIZED SEMINARS (SESP)	17.5	0.7	1, 6, 4, 2, 5, 7, 12, 11, 14, 13, 17, 16
THEORY (TE)	32	1.28	3, 8, 7, 9, 10, 14, 13
Type: Autonomous			
Personal Study	93.2	3.73	1, 2, 5, 12, 11, 14, 13, 16

## Assessment

The evaluation of the subject includes the following sections:

50% of the final mark will be obtained in the written evaluation through objective tests. Its objective is to evaluate the acquisition of knowledge of the subject worked through the different training activities. This evaluation will be carried out by means of an exam that consists of: multiple choice questions with 4 answer options. The errors subtract according to the following formula:  $x = \text{hits} - (\text{errors}/n - 1)$ , where n is the number of answer options.

A minimum grade of 5 points out of 10 is needed to be able to pass the subject.

In case of not appearing in the exam, it will be considered a Non-Evaluable.

The other 50% of the final mark will be obtained in the specialized seminars through the resolution of the problems/practical cases and their oral presentation. It will be distributed as follows:

16.6%: Presentation and oral defense of the first problem/practical case (I). It will be done in the 2nd seminar.

16.6%: Presentation and oral defense of the second problem/practical case (II). It will take place in the 4th seminar.

16.6%: Presentation and oral defense of the third problem/practical case (III). It will take place in the 6th seminar.

The evaluation is carried out through the rubric prepared for this purpose and posted in Moodle at the beginning of the seminars.

Non-attendance on the day of the presentations (2nd, 4th and 6th seminar) implies a grade of zero in the evaluation of the case in question. In case of non-attendance to any of the three seminars, a Non-Evaluable will be considered as the final grade of the seminars.

Non-attendance on days without an exhibition (1st, 3rd and 5th seminar) is contemplated as follows: the first non-attendance is NOT penalized. From the second and each absence there will be a reduction of 1 point from the final grade of the seminars.

#### OBTAINING THE FINAL QUALIFICATION

The final grade for the course is the sum of the grades of the proposed evaluation activities with the corresponding weightings. The requirement to carry out this summation is to have obtained a minimum score of 5 points out of 10 in the written evaluation through objective tests. Failure to pass this part implies failure to pass the subject. In the case of a final grade of the subject of suspense, the resulting numerical grade will be that corresponding to the failed part whenever it is greater than 3.5. If it is lower, the numerical mark will be set at 3.5. The equivalence of the Not Evaluable is zero.

Students who have not passed the subject through continuous assessment may take a recovery test. To participate in the recovery, students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade for the subject (article 112 ter. of the UAB evaluation regulations). The student must appear only in the part not passed (exam or seminars). The characteristics of the recovery test are the same as those of the continuous assessment tests. The mark obtained in the recovery test will be the final mark of the recovered part. The option of applying for grade improvement is not contemplated.

The student has the right to review the evaluation tests. For this, the date will be specified on the virtual campus.

According to the agreement 4.4 of the Governing Council 11/17/2010 of the evaluation regulations, the qualifications will be:

From 0 to 4.9 = Suspense

From 5.0 to 6.9 = Approved

From 7.0 to 8.9 = Notable

From 9.0 to 10 = Excellent

When the student does not show up to any or none of the planned evaluation activities = Not Evaluable

The possible treatment of particular cases will be carried out from a teaching committee set up for this purpose where the particular situation of the student will be evaluated and the most appropriate decisions will be made.

This subject does not contemplate the single assesment system.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation through case studies and problem solving (I): presentation and oral defense	16,6%	1.6	0.06	1, 6, 4, 2, 5, 7, 12, 11, 14, 13, 17, 16
Evaluation through case studies and problem solving (II): presentation and oral defense	16,6%	1.6	0.06	1, 6, 4, 5, 7, 12, 11, 14, 13, 17, 16
Evaluation through case studies and problem solving (III): presentation and oral defense	16,6%	1.6	0.06	1, 6, 4, 5, 7, 12, 11, 14, 13, 17, 16
Written Evaluation through objective tests: multiple choice answer / open questions	50%	2.5	0.1	3, 5, 8, 7, 9, 10, 14, 13, 15

## Bibliography

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- Smeltzer S; Bare B; Hinkle JL; Cheever KH; editors. **Enfermería Medicoquirúrgica**. Philadelphia :Wolters Kluwer, 2016.
- Beare PG; Myers JL, editors. Enfermería Medicoquirúrgica, 3a ed. Madrid: Harcour Brace.2002. 2 vols.
- Williams L; Hopper P. **Enfermería Medicoquirúrgica**. Edició 3a edició. Mac Graw Hill Interamericana de España; 2013.
- Lemone, P; Burke K. **Enfermería Medicoquirúrgica. Pensamiento crítico en la asistencia del paciente**, 2 vols.. Edició 4a. Pearson Educación 2009. Disponible a: [www.uab.cat/biblioteques](http://www.uab.cat/biblioteques)
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- Carpenito-Moyet LI. **Planes de cuidados y documentación clínica en enfermería: diagnósticos enfermeros y problemas de colaboración**. Edició 4ª. McGraw-Hill Interamericana. Madrid: 2005

Websites:

<http://seguretatdelspacients.gencat.cat/es/>

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<https://www.fisterra.com/guias-clinicas/especialidad/>

<https://portal.guiasalud.es/gpc/>

<http://ics.gencat.cat/ca/assistencia/cures-infermeres/cures-atencio-primaria/procediments-dinfermeria-a-latencio->

## Software

No specific program is needed.

